

## Careers Strategy and Plan 2023-2024

Careers Education Vision Statement
Purpose and Aims of Careers Education at Glenthorne High School
Careers Education, Information, Advice and Guidance and Employability Learning Policy
Employability Learning and Careers Education, Information and Guidance Statement of Entitlement
Provider Access Policy
Careers Responsibilities
Partners
Resources
How We Deliver Careers Education, Information and Guidance and Employability Learning
Alumni
Signposting

## **Careers Education Vision Statement**

Careers education at Glenthorne High School has the intent of enabling students to choose aspirational life pathways and to prepare to contribute to a productive and successful society.

### **Purpose and Aims of Careers Education at Glenthorne High School**

Glenthorne High School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers program.

Our Careers program provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students progress from Glenthorne High School to a range of destinations. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We aim to make parents aware of the choices available to their children.

We respect the right of students to choose from a range of pathways. Year 11s may choose to continue their education at our school, or move to another school or Further Education college, specialist provision, or into an apprenticeship. Year 13s may choose to move onto university, into apprenticeships, further education, gap years, voluntary work, internships, or straight into paid employment.

We recognise the importance of students developing strong interpersonal and communication skills, including that of oracy, as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situations.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader, Miss N. Kenny is committed to providing a reviewed and evaluated program of careers education from Years 7 to 13, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable career program
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

## **Careers Education, Information, Advice and Guidance and Employability Learning Policy**

### **Introduction**

Through a planned program of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Glenthorne High School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Glenthorne has an ongoing commitment to:

- Providing a planned program of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers.
- Providing IAG which is impartial, unbiased and is based on their needs.
- Ensuring that the CEIAG and Employability program follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018, July 2021 and January 2023) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

1. A stable career program
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance.
- Working in partnership with the Prospects Service to ensure all students access education, employment or training at the relevant transition points.

## Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, more able learners and SEND.

### **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Glenthorne High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Glenthorne aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

Adjustments to the Careers Education, Information, Advice and Guidance and Employability Learning Policy will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

### **Assessment**

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

### **Implementation: Management**

Responsibilities are spread between the Assistant Headteacher with oversight of CEIAG, the Careers Leader and the careers administrator. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y11 pupils. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time

activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address the needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available in the Library, Unifrog and on FROG, the school virtual learning website.

### **Implementation: The CEIAG Programme**

The careers programme includes careers lessons (within the school's PSHE programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stages 4 work experience in 5) and individual learning planning/portfolio activities which are recorded on a careers software package. Other focused events, including an in-house careers fair for transition years, higher education and apprenticeship fairs at Key Stage 5 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent careers adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

### **Staff Development**

Staff training is identified by a needs analysis and planned for in the SIP.

### **External Partnerships**

An annual partnership agreement is negotiated between the school and the Prospects Service (Shaw Trust) who provide the external, independent Careers Advisor. KS5 are signposted to a separate independent careers adviser.

The school works with the Enterprise Adviser from the Careers and Enterprise Company to make links with business. Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

Apprenticeship information is shared with pupils via Unifrog, FROG, assemblies and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with universities, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2). Our Aspirations Days and Progression Week towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

### **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Headteacher with oversight of CEIAG is responsible for the effective deployment of resources.

### **Monitoring, review, evaluation and development of CEG**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Assistant Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with the Prospects Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the Quality in Careers Standard, last awarded in February 2018 and to be reaccredited in due course
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.

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**Assistant Head Teacher**

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**Careers Leader**

Policy Reviewed July 2023  
Next review date July 2024

## **Appendix 1**

### **Employability Learning and Careers Education, Information and Guidance Statement of Entitlement**

#### **Careers Education Entitlement**

As a pupil at Glenthorne High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

#### **At all Key Stages you can expect to ...**

- Access a planned programme relevant to your year group.
- Access a qualified impartial and independent careers adviser for personalised advice and guidance.
- Recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- Have information about the world of work and how the labour market is changing.
- Be given information about further and higher education, training and apprenticeships and employment routes.
- Take part in activities which challenge stereotyping and raise your aspirations.
- Develop skills and qualities to improve your employability.
- Develop enterprise skills.
- Be well prepared for different transitions.
- Help to develop financial capability skills.
- Develop and strengthen your personal presentation skills for selection processes.
- Signposting to relevant up-to-date and impartial sources of careers information and advice.
- Not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

#### **ALL STUDENTS WILL:**

##### **By the end of Key Stage 3:**

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access, use and complete work using careers resources via the LRC and Unifrog.
- Set targets and review your progress through Academic Review Day.
- Receive careers lessons within PSHE lessons.
- Receive Careers information and on-going support from staff such as your Tutor.
- Take part in Pathways events for example, Destinations Day where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent, and impartial careers guidance adviser through lunch time drop-in meetings.
- Have an accessible record of your careers learning via Compass+.

#### **By the end of Key Stage 4:**

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through PSHE, tutor group time and through Aspirations Days.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards your career goals in PSHE.
- Have taken part in an enterprise activity.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed financial capability skills.
- Have produced and reviewed a curriculum vitae.
- Have written a formal letter, e.g., covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Develop presentation and interview skills.
- Be able to access, use and complete work using resources via the LRC and the Careers Frog site.
- Be offered the opportunity to take part in taster days/ sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. Academic Tutoring Day and rewards assemblies.
- Be given the opportunity to take part in work experience.
- Have an accessible record of your careers learning via Compass+.

#### **By the end of Key Stage 5:**

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a structured and planned tutor time programme.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Participate in an enrichment and tutorial programme focused on your personal development.
- Be given the opportunity to set targets and review your progress through Academic Review Day, with on-going support from your tutor and subject teachers.
- Develop independent research skills.
- Take part in Year 12 Progression Week.
- Meet university representatives.
- Have the opportunity to meet apprenticeship providers.
- Be given the opportunity to visit universities.
- Have the opportunity to volunteer or take part in work experience.
- Receive information on higher education taster days, apprenticeship vacancies and job opportunities.
- Understand the UCAS process and be able to research different universities and courses using online resources.
- Receive information and support with financial planning for university, work and training.
- Write a personal statement for a UCAS, apprenticeship or job application.
- Have been mentored through the university application process or supported with job or training applications.
- Have access to information on how to apply for internships, sponsorships or Gap Year placements,
- Be given the opportunity to take part in enterprise and challenge activities.

## Appendix 2

### Provider Access Policy: Bakers Clause

#### Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Glenthorne High School's arrangements for managing the access of education and training providers to pupils at the school.

#### Pupil Entitlement

All pupils in years 8-13 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic and technical courses.
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#### Management of provider access requests Procedure

A provider wishing to request access should contact Mr A Todd, Careers Lead, Telephone: 0208 644 6307 ext 220; Email: [ATO@glenthorne.sutton.sch.uk](mailto:ATO@glenthorne.sutton.sch.uk)

#### Access Procedure

##### Opportunities for Access

- We actively seek to build partnerships with outside agencies, to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact Naomi Kenny, our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you can tailor your presentation to specific age-groups. Presentations must be submitted to the Careers Leader 48 hours before the planned event.

##### Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course information in the sixth form study area.

## Careers Responsibilities:

JBA– Senior Leadership link  
ATO – Careers Leader  
KMO– Careers Administrator

Careers and Enterprise Governor – Dr Becky Shaw

Personal Advice, KS3 and KS4: Prospects (Shaw Trust)

## Partners

We work with a range of organisations from the further and higher education sector, training providers and apprenticeship providers. We also have links with a wide and evolving range of businesses in varied sectors. We bring workplace representative into school to provide workplace relevance to our careers activities and to support our vocational and performing arts teaching. We have strong relationships with many businesses, both local and national, and we actively seek new relationships. We use a range of organisations, such as Speakers for Schools and Education and Employers: Inspiring the Future, to source high quality speakers, as well as using parent and teacher contacts.

As a school with a speciality in performing arts, we have very strong links with practitioners and organise workshops and Careers events which focus on the performing arts and associated careers.

South London Hub careers hub

Glenthorne High School is supported by two Enterprise Advisors (GB1):

### **Mic Lorde**

Mic (Mike) is a producer, director-devisor, MC, teacher and workshop leader with over 25 years experience in the Performing arts industry.

Currently he's producing Dorothee a multi artform production (audio drama, dance, live theatre, original music, poetry, film and photograph) exploring the tremendous impact of African Caribbean women over 5 centuries to British culture, politics and society.

He's directed 100's of productions ranging from small scale plays to large scale musicals, from New Wimbledon Studio to Edinburgh Festival. As an MC he contributed to two critically acclaimed albums with Polydor and Big Dada (Gamma: Permanent 2000, Extra Yard 2003) and accompanying national and international tours. One of the earliest practitioners of Hip hop education with Rap Lab at Oval House, Smoov Yet Rugged at Community Music he founded Ghetto Gramma specializing in MC'ing, DJ'ing, Record Industry knowledge. Mic's a veteran workshop leader with Apples and Snakes Poets In Education Scheme as well as with Musicworks touring schools, theatre's and community organizations nationally.

We have developed strong links with organisations promoting social mobility and university access, such as:

- 'K+'
- Sutton Trust
- Social Mobility Foundation
- Headstart
- AimHigher
- National Collaborative Outreach Programme
- Oxford and Cambridge Outreach

### **Resources**

All students have access to a FROG intranet Careers site, which provides up-to-date information on a wide range of career-related topics. The school provides the Unifrog platform for all students, which provides high quality information on higher education and career choices and applications. Sixth form higher education and apprenticeship applications are developed via the Unifrog platform.

### **Impartial Careers Guidance**

The school is assisted by Prospects that provide assistance for many of the activities mentioned and also conduct the careers interviews. We also work closely with Sutton Schools Careers Leads Network and our new Careers Hub.

Level 6 1:1, action plan, can be shared

Offer lunch time lunch time sessions for all

Students in Years 8 and 11 have an interview with a senior member of staff about their options choices. This is another opportunity for impartial advice and guidance. Students are expected to be able to explain their choices.

### **Evaluation of the Careers Programme**

The school assesses the impact of the careers programme in the following ways:

1. We use the Compass careers tool to evaluate our programme against the eight benchmarks of best practice (known as the Gatsby Benchmarks).
2. The school's careers leader (a member of the senior leadership team) has a half-termly meeting with our Enterprise Adviser from our local Careers Hub to review our provision and consider adaptations.
3. Following careers interviews, students are sent a questionnaire. The outcomes of this questionnaire are used to review the quality of the impartial guidance the students receive.
4. School leaders use options patterns (GCSE and A Level) and destinations (Sixth Form and university) to determine the extent to which our advice and guidance enables students to successfully move on to the next stage of their education.

## **How We Deliver Careers Education, Information and Guidance and Employability Learning**

Careers education is delivered through subject areas, in the P.S.H.E. programme, in tutor time activities, via year group assemblies and events and key stage events, as well as whole school activities. We provide targeted activities for groups of pupils such as those who may be considering moving on to Further Education College, or those who need specific application support.

All subject areas have links to careers in their schemes of work and in their classroom / corridor displays. Audits are undertaken to ensure that this is the case.

Parent consultations and reports allow for personalised conversations about pupil progress and target setting. Pupils are encouraged to have high aspirations and to be aware of the world of work from Year 7 onwards. The 'Gatsby Benchmarks' are used as a measure of high-quality careers education. The school regularly evaluates progress against these benchmarks.

### **Gatsby Benchmarks:**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **Explicit Careers Lessons in the PSHE Curriculum**

Careers-themed lessons are delivered as part of the whole-school PSHE programme. Lessons in KS3 and KS4 are one hour long. Lessons in KS5 are delivered through the tutorial programme and in dedicated Progression Lessons. All class PowerPoints are available on the FROG intranet.

#### **PSHE Lesson Careers Content**

\*LO= Learning Objective, GB= Gatsby Benchmark

*Financial capability has been built into our careers curriculum as this is an important aspect of being prepared for future careers.*

#### **KS3 Careers in PSHE Content**

<b>Year 7</b>
<b>Spring 1- Developing Skills and Aspirations</b>
<b>Lesson 1: Enterprise Skills GB2</b> LO: Explain what enterprise is and identify what enterprise skills you already have.
<b>Lesson: 2 Challenging Stereotypes and Raising Aspirations GB3</b> LO: Challenge stereotypes surrounding different jobs.
<b>Lesson: 3 What Can I Do? GB3</b> LO: Have an awareness of the range of career opportunities available to you and how these link to your own interests, skills and qualities.
<b>Spring Term- Decision Making 1</b>
<b>Lesson 2: Spending, Saving and Borrowing GB3</b> LO: Consider attitudes to spending, saving and borrowing.

<b>Year 8</b>
<b>Spring 1- Community and Careers</b>
<b>Lesson: 1 Goal Setting GB4</b> LO: Explore personal learning strengths and weaknesses and set appropriate goals.
<b>Lesson 2: Options Lesson GB3</b>
LO: <ul style="list-style-type: none"> <li>• To think about the subjects you are currently studying and those you might study next year</li> <li>• To be able to understand how you can choose options for the future</li> <li>• To consider how to make a positive start on new courses next year</li> </ul>

#### **KS4 Careers in PSHE Content**

<b>Year 10</b>
<b>Spring 2: Careers</b>
<b>Lesson 1: Employability Skills GB2</b> LO: Understand the skills needed for employment
<b>Lesson 3: Budgeting GB3</b> LO: Know how to budget

<b>Year 11</b>
<b>Spring 2- Careers</b>
<b>Lesson 1: CV / Interview Lesson GB2</b> LO: Know how to create an effective CV & answer interview questions effectively.
<b>Lesson 3: Payslips and Tax GB2</b> LO: Understand entries on a payslip.

#### **KS5 Careers Sessions**

<b>Year 12</b>
<b>Sessions delivered as part of the tutor time carousel:</b>
<b>The Gatsby Benchmarks: My Experience</b>

LO: Identify my careers experiences. GB1.
<b>Student Job Hunting</b> LO: Understand how and where to look for part-time work. GB2
<b>Formal Telephone Calls and Emails</b> LO: Understand how to make formal telephone calls and to write formal emails. GB4
<b>Curriculum Vitae for 6<sup>th</sup> Formers</b> LO: Know how to write an effective CV. GB2
<b>Person Specifications</b> LO: Understand person specifications and how to respond to them. GB2
<b>Post 18 Choices</b> LO: Know the choices after sixth form. GB3
<b>Labour Market Information</b> LO: Know labour market information. GB2
<b>The Pay Differential</b> LO: Understand what different jobs pay and how to earn more. GB2
<b>University Terminology</b> LO: Understand university terminology. GB7
<b>Plus, a range of recorded and live talks from alumni and people in a range of careers and pathways, including degree apprenticeships, degree courses and a range of job roles.</b> GB5 & GB7.
<b>The Gatsby Benchmarks: My Experience</b> LO: Identify my careers experiences. GB1

<b>Year 13</b>
<b>Sessions delivered as part of the tutor time carousel.</b>
Initial continuation of UCAS Preparation from Year 12.
<b>Pay Slips</b> LO: Understand pay slips. GB2
<b>Bank Accounts</b> LO: Understand bank accounts. GB3
<b>Budgeting</b> LO: Knowing how to budget. GB3
<b>Credit and Borrowing.</b> GB3 LO: Understand credit and borrowing.
<b>Social Media and Personal Brand.</b> GB5 LO: Know how to build an effective personal brand.
<b>Bills</b> LO: Know what you have to pay for.
<b>Mortgages and Rent</b> LO: Understand mortgages and renting. GB3

<b>The Basics of Interviews</b> LO: Know basic interview formats. GB5
<b>Position Specific Interview Questions</b> LO: Be able to respond to position- specific interview questions. GB2
<b>Competency Based Interview Responses</b>

LO: Know how to give competency- based interview responses. GB2
<b>Coping With Change – Moving Away.</b> LO: Know how to cope with change. GB3
<b>The Importance of Professional Networking.</b> LO: Understand the importance of professional networking. GB2
<b>The Gatsby Benchmarks: My Experience</b> LO: Identify my careers experiences. GB1.

### Year 12 Progression Lessons

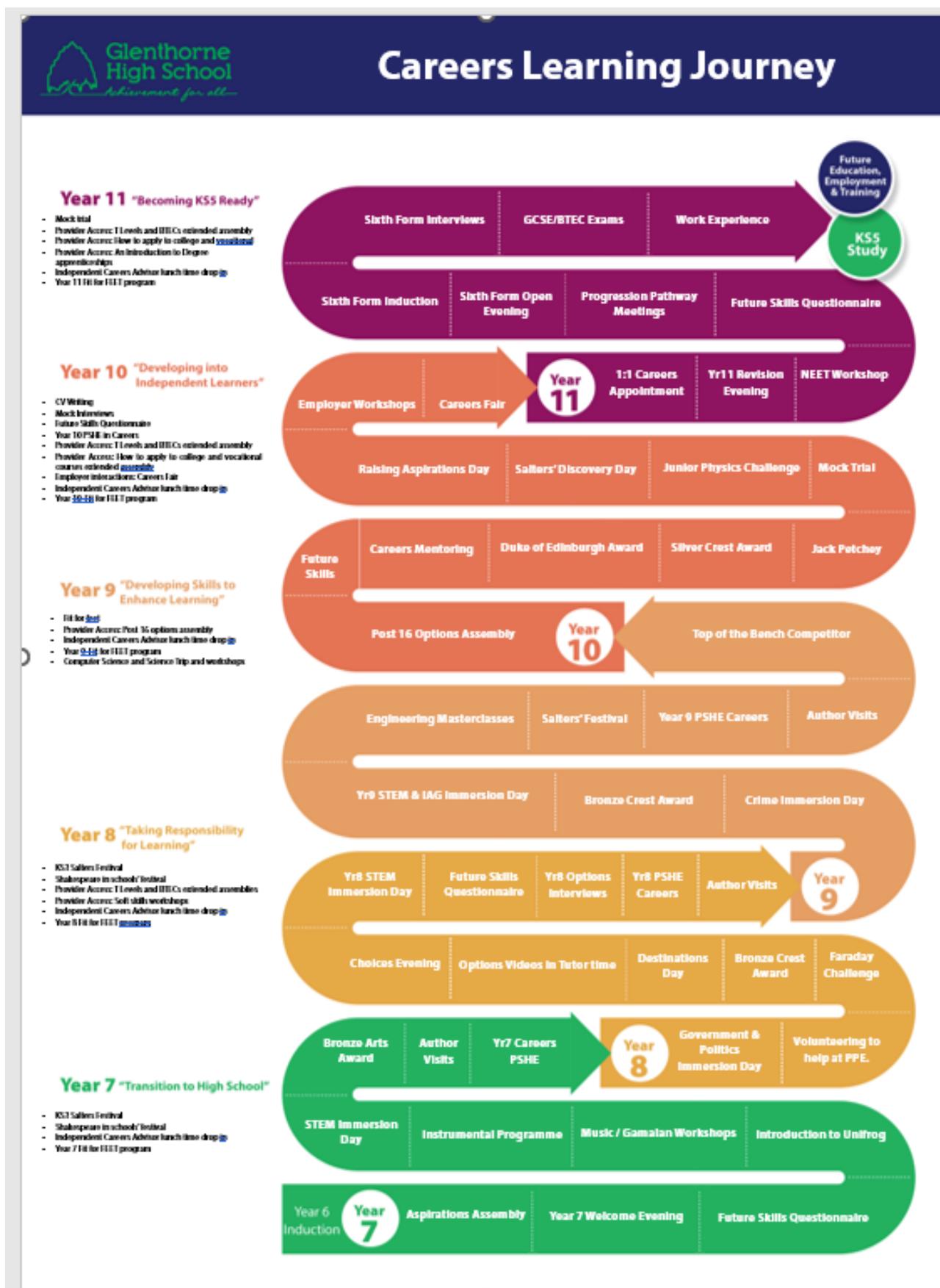
Year 12 have dedicated fortnightly lessons where they utilise Unifrog to explore their aspirations, competencies and future options. During these lessons, students are guided through the completion of applications to higher education, apprenticeships or jobs. This is a period of intensive support. Each student is allocated a mentor who provides personal application support and writes formal references in support of applications.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>Aspirations. GB3.</li> <li>Star Competencies.</li> <li>GB3.</li> <li>Exploring Options. GB3.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring options.</li> <li>GB3 &amp; GB4.</li> <li>Importance of work experience. GB6.</li> <li>Super curricular activities. GB3.</li> <li>Reflecting on conventions. GB3.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring options.</li> <li>GB3 &amp; GB8.</li> <li>UCAS applications.</li> <li>GB3, GB4 &amp; GB7.</li> </ul>

## **'Fit for Feet'**

The 'Feet' in 'Fit for Feet' stands for 'future education, employment and training'. All year groups have a programme of tutor time activities and cross-curricular links built into all schemes of work which provide a specific focus on developing level- appropriate skills which prepare pupils for their next level of education, and ultimately, for employment.

# Careers Learning Journey



## Careers Activities

As well as Careers lessons, many careers activities take part in subject areas and have cross curricular links. There is also a range of activities planned for each year group. More activities will be added throughout the year, as they become available, both to targeted pupils and to whole year group cohorts. Speakers will be invited to speak remotely during National Careers Week and National Apprenticeship Week. In 2023, National Careers Week is 4-8<sup>th</sup> March 2024 and National Apprenticeship Week is 5<sup>th</sup> - 9<sup>th</sup> February 2024.

<b>Year 7 Careers Activities</b>
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<ul style="list-style-type: none"> <li>○ Unifrog – Pupils are given access to Unifrog and introduced to the site. GB3</li> </ul>
<ul style="list-style-type: none"> <li>○ All pupils are invited to meet and talk to our Careers Advisor, who is available in the LRC, once a fortnight, during lunch. GB8.</li> </ul>
<p>All pupils participate in:</p> <ul style="list-style-type: none"> <li>○ STEM immersion day GB4</li> <li>○ Bronze Arts award GB4</li> <li>○ Music and Gamalan workshops. GB4, GB5</li> <li>○ Instrumental program. GB1</li> <li>○ Future skills questionnaire. GB1</li> </ul>

<b>Year 8 Careers Activities</b>
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<ul style="list-style-type: none"> <li>○ Volunteering to help at prospective parents evening. GB5</li> </ul>
<ul style="list-style-type: none"> <li>○ Pathways Assembly – all option subjects. GB3</li> <li>○ Pathways Lesson in PSHE. GB3</li> <li>○ Year 8 Choices Evening. GB2, GB3, GB4, GB8</li> <li>○ Destinations Day- an opportunity to speak to 50+ employers and employees, as well as universities and apprenticeship providers. GB2, GB2,GB5, GB7</li> <li>○ Options interview GB2 GB3</li> </ul>
<ul style="list-style-type: none"> <li>○ All pupils are invited to meet and talk to our Careers Advisor, who is available in the LRC, once a fortnight, during lunch. GB8.</li> </ul>
<p>All pupils participate in:</p> <ul style="list-style-type: none"> <li>○ STEM immersion day GB4</li> <li>○ Samba workshop GB4</li> <li>○ Government and Politics immersion day GB2, GB 4, GB5</li> <li>○ Future skills questionnaire. GB1</li> </ul>
<p>Pupils have the opportunity to participate in:</p> <ul style="list-style-type: none"> <li>○ Bronze Crest Award GB4</li> <li>○ Faraday Challenge GB4</li> </ul>

<b>Year 9 Careers Activities</b>
<ul style="list-style-type: none"> <li>○ All pupils are invited to meet and talk to our Careers Advisor, who is available in the LRC, once a fortnight, during lunch. GB8.</li> </ul>
<ul style="list-style-type: none"> <li>○ All pupils participate in:</li> <li>○ STEM immersion day GB4, GB1, GB2, GB3</li> <li>○ Crime immersion day GB2</li> </ul>
Pupils have the opportunity to participate in: <ul style="list-style-type: none"> <li>○ Engineering Masterclasses GB4</li> <li>○ Salter’s Festival GB4</li> <li>○</li> </ul>

<b>Year 10 Careers Activities</b>
<ul style="list-style-type: none"> <li>○</li> </ul>
<ul style="list-style-type: none"> <li>○ FE Colleges Assembly. GB7</li> <li>○ Apprenticeship Providers Assembly.</li> <li>○ GB5 &amp; GB7</li> <li>○ Universities Assembly. GB7</li> <li>○ Aspirations Days. GB2,               <ul style="list-style-type: none"> <li>○ GB3, GB4, GB5, GB7</li> <li>○ Raising Aspirations</li> <li>○ Employer workshops</li> <li>○ CV writing</li> <li>○ Mock interviews</li> <li>○ Future skills questionnaire</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ All pupils are invited to meet and talk to our Careers Advisor, who is available in the LRC, once a fortnight, during lunch. GB8.</li> </ul>
Pupils have the opportunity to participate in: <ul style="list-style-type: none"> <li>○ Careers mentoring: Future First GB2</li> <li>○ Silver Crest award GB4</li> <li>○ Duke of Edinburgh Award GB2, GB4</li> <li>○ Salters Discovery day GB4</li> <li>○ Y10 Biology Challenge GB4</li> <li>○ Junior Physics Challenge GB4</li> <li>○ Jack Petchey GB2</li> <li>○ Mock Trial GB2, GB4</li> </ul>

**Year 10 Aspirations Days**     13<sup>th</sup>-14<sup>th</sup> July 2024

In the Summer Term, there will be 2 off-timetable days of careers and enterprise activities. All activities are supported by employers and employees. Below is sample plan of a previous event to provide an example of how the days are structured:

**Schedule for Thursday 13<sup>th</sup> July**

Year 10 Aspirations

Schedule for Thursday 13<sup>th</sup> July

	Group 1 LHU	Group 2 JPR/KHR	Group 3 LRO	Group 4 CFR	Group 5 DSC/DSW	Group 6 MTA/RPO	Group 7 ATO	Group 8 RSE	Group 9 BDA/BPI
Period 1	Medicine and Health BB9	Law B10	Film and TV A18	CV Workshop & CV Completion *South Thames A25	CV Workshop & CV Completion A29	CV Workshop & CV Completion A33	Business Finance, Business and Management A17	Engineering BB8	Marketing A19
Period 2	CV Workshop & CV Completion A25	CV Workshop & CV Completion A29	CV Workshop & CV A33	Business Finance, Business and Management A17	Engineering BB8	Law B10	Mock interviews BB9 ATO	Mock interviews A18 SCR	Mock Interviews A19 RTH
Period 3	Engineering BB8	Film and TV A18	Law B10	Medical BB9	Finance, Business and Management A17	Marketing A19	CV Workshop & CV Completion A25	CV Workshop & CV Completion A29	CV Workshop & CV Completion A33
Period 4	Law B10	Finance, Business and Management A17	Medical BB9	Mock interviews A25	Mock interviews A29	Mock interviews A33	Journalism A18	Pharmaceutical Industry A19	Engineering BB8
Period 5	Mock Interviews A25	Mock Interviews A29	Mock Interviews A33	Pharmaceutical Industry A19	Medical BB9	Engineering BB8	Law B10	Finance, Business and Management A17	Journalism A18

## Schedule for Friday 14<sup>th</sup> July

Assembly post 16 options: Merton and Carshalton College, Apprenticeship Alumni.  
Careers Fair: RTH(P2 only), SCR (P3 only), NRU/DSW (P4 only).

9.20am	10G DSC BB9	10L KHR/RSE BB8	10N LHU B10	10T JPR A17	10O BPI A18	10H RPO A19	10R BDA A25	10S MTA A29	10C ATO A33
Period 1 9.30am	Post 16 options Assembly HALL								
Period 2	Careers Fair GYM	Careers Fair GYM	Careers Fair GYM	Your Success HALL	Your Success HALL	Your Success HALL	Uni Frog A25	Uni Frog A29	Uni Frog A33
Period 3	Your Success HALL	Your Success HALL	Your Success HALL	Uni Frog A25	Uni Frog A29	Uni Frog A33	Careers Fair GYM	Careers Fair GYM	Careers Fair GYM
Period 4	Uni Frog A25	Uni Frog A29	Uni Frog A33	Careers Fair GYM	Careers Fair GYM	Careers Fair GYM	Your Success HALL	Your Success HALL	Your Success HALL
Period 5									

### **Confirmed Careers Fair attendees (to date).**

<b>No.</b>	<b>Company Name</b>	<b>Business Type</b>
1	Cognus	Speech & Language Therapist
2	Plan A	Architects
3	Nescot	College
4	Network Rail	Railway engineers
5	South Thames College	College
6	British Helicopter Association	Charity
7	Kingston Council	Kingston Council
8	Sutton Council	National Graduate Development Programme
9	Morgan Stanley	Financial Services
10	Curado Group	Care company
11	Royal Marsden	Hospital
12	Investment 20/20	Investment Association
13	HMS High Down	Highdown Prison (Jen, Harry & Jeff)
14	NHS	NHS Physiotherapy
15	NHS	NHS Speech & Language Therapy
16	NHS	Occupation Therapy
17	Zubin M	Consulting
18	London Ambulance service	Along Ambulance & Lecturer at St. Georges
19	Guardian	Newspaper
20	Sky - Engineering	Sky Media
21	Learning Curve Group	Apprenticeship in Hair & Beauty

22	HS2 railway	HS2 rail link
23	Amazon	
24	Vodafone	

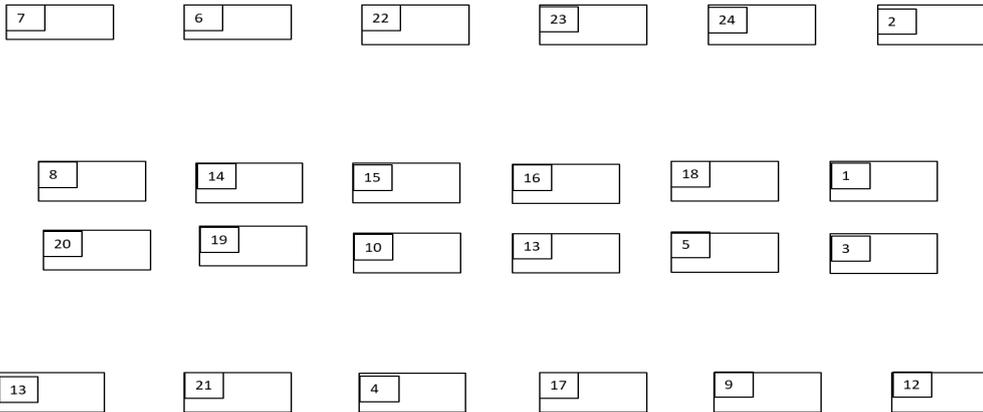
**Map (Number key above).**

**Pupils collect booklet and complete at least three questionnaires.**

Gym

Glenthorne Careers Fair

Pupils Enter  
Via Car Park



Pupils exit via  
Willow

**Careers Fair speeding dating worksheet. There will be three copies in Career fair booklet.**

### **Year 11 Careers Activities**

All pupils participate in:

- Options After Year 11 Assembly. GB7 & GB8
  - FE Assembly & Provider access request assemblies.
  - Intro to WEX. GB6
  - National Apprenticeship Week and Speakers,
  - National Careers week assembly
  - 1 Week WEX. GB6 3-7<sup>th</sup> July 2023
  - Year 11 revision evening GB1, GB2, GB3
  - 1:1 Careers advisor appointments GB2, GB8
  - All pupils are invited to meet and talk to our Careers Advisor, who is available in the LRC, once a fortnight, during lunch (B Week). GB8.
  - Progression pathway meeting GB2
  - Future Skills questionnaire GB1 GB3
  - Sixth Form inductions GB3
  - Sixth Form open evening GB2
  - Sixth Form interviews GB2
- 
- Making Informed Decisions, Knowledge about Next Steps, Knowledge about Jobs and the Labour Market, Future First Workshops– Targeted.
  - NEET workshop GB2, GB3

<b>Year 12 Careers Activities</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>○ Higher Education Evening (students &amp; parents). GB7 &amp; GB8.</li> <li>○ Reflection on Year 11 work experience. GB3, GB5 &amp; GB6.</li> </ul>	<ul style="list-style-type: none"> <li>○ UCAS convention at ExCel. GB2, GB3, GB4, GB5, GB7 &amp; GB8.</li> <li>○ Apprenticeship convention at Sandown Park. GB2, GB3, GB5 &amp; GB7.</li> <li>○ Oxford Cambridge Conference. GB3 &amp; GB7.</li> <li>○ Year 12 and 13 Targeted Parents Evening. GB3 &amp; GB8.</li> <li>○ UCAS convention. GB7.</li> <li>○ National Apprenticeship Week Speakers, 8 to 14 February 2021.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Progression Week A</b> whole week dedicated to careers and higher education activities. During this week, personal statements are planned, university visits are carried out and super-curricular activities (GB4) are undertaken.</li> <li>○ UCAS form and personal statement completed. GB3 &amp; GB7.</li> <li>○ Talks from ex-students in assemblies. GB5 &amp; GB7.</li> <li>○ Students applying for apprenticeships complete a week of work experience. Other students complete workplace visits. GB3, GB5 &amp; GB6.</li> </ul>
	<ul style="list-style-type: none"> <li>○ G.H.S. Destinations Day. GB2, GB5, GB7.</li> </ul>	
Students are given 3 days off a year to attend university open days. GB3 & GB7.		

<b>Year 13 Careers Activities</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>○ Consolidating aspirations – applying for UCAS and apprenticeships.GB3.</li> <li>○ One tutor time per week dedicated to completing UCAS application forms.GB3 &amp; GB7.</li> <li>○ Students each assigned a staff UCAS / application mentor. GB3 &amp; GB8.</li> <li>○ Mock interviews and support with entrance exams. GB3, GB2 &amp; GB8.</li> </ul>	<ul style="list-style-type: none"> <li>○ Receiving offers and making decisions. GB3 &amp; GB8.</li> <li>○ Student Finance session.GB3.</li> <li>○ Apprenticeship Talk by Nescot College. GB7.</li> <li>○ Apprenticeship and Job Seekers attend G.H.S. Destinations Day. GB2, GB2, GB5 &amp; GB7.</li> <li>○ Year 13 Achievement Support Evening. GB8.</li> <li>○ Targeted Support Evening.GB3 &amp; GB8.</li> <li>○ Information disseminated regarding Student Finance. GB3.</li> <li>○ Students given advice on accepting offers. G3.</li> </ul>	<ul style="list-style-type: none"> <li>○ Results day and post- results support is available for students. GB8.</li> </ul>

### **UCAS Preparation**

In Year 12, students hear from representatives of a number of top universities at the Higher Education Fair. Every student receives one to one feedback on their personal statement from a member of staff during the first week of Year 13. Every Oxbridge applicant receives practice interviews to help to prepare them for a university style interview. Year 12 Core group

### **Alternatives to A Levels and University**

We are aware that an increasing number of our pupils decide to pursue alternative Post 18 provision. We aim to support these students as rigorously as those that do and given that they are few in number, we are able to respond to their needs on a case by case basis. The raising of the participation age clearly has implications for students who do not want to pursue full time education after their GCSEs and this is part of the reason why we insist on all Year 11 students having a careers interview - so that we can identify those students for whom the school has to tailor its support individually.

Information evenings are used to provide key careers messages for the year ahead. Higher Education Evening covers post-school options including UCAS, Oxbridge and apprenticeships.

## Alumni

We are members of the Future First alumni platform, and school leavers are asked to stay in touch with us and to keep us updated on their career progress. We encourage alumni to play an active role in our curriculum.



### Signposted Careers Information and Guidance Resources

We signpost pupils to a range of online careers resources. We update this list regularly and appreciate suggestions from providers.



There is a school Careers intranet site, available to all pupils through FROG, which contains a wealth of careers information and links, including labour market information. Unifrog was launched with all parents and Careers via group call letter (GB1):

May 2023

### Unifrog – The Destinations Platform

Dear Parent / Caregiver,

In keeping with our commitment to provide pupils with excellent careers guidance and tailored support when choosing their next steps after school, we will now be using Unifrog; an award-winning, online destinations platform. All students in Years 7, 8, 9, 10, 11, 12 and 13 have access to this website.

Unifrog is a universal destinations platform and is designed to support learners in making the most informed decisions about their futures. Each pupil has their own Unifrog account in which they explore career and find information on everything from managing their workload to writing a winning CV. Students have access to a wide variety of video and written content, and interactive quizzes and tests, as detailed below:

Section of the platform	Examples of what students can do	Suitable age range
Quizzes	Finding their interests, personality type, preferred work environment, and skillset.	Years 7-13
Exploring pathways	Explore careers, career sectors, subjects, sign up to free webinars, explore MOOCs and courses, and find wider reading materials.	Years 7-13

Recording what you've done	Record their in-class and extracurricular activities, record examples of their skills, and see the record of CEIAG events the school has added to their accounts.	Years 7-13
Searching for opportunities	Find scholarships, activities, and bursaries to support their HE journey. Find and compare degrees in the UK and overseas, live apprenticeships, and FE courses.	Years 10-13
Application materials / Making applications	Write their CV, cover letter, Personal Statement, and more. Track their applications and record their Post 16 / 18 intentions.	Years 11-13

Pupils access the platform by clicking a link in their welcome email, where they create a password and can begin using the platform. They sign in to Unifrog using their email address and password, this can be done from a computer, tablet, or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next step.

You can also have your own Unifrog account. You'll be able to research careers, attend webinars delivered by employers and universities to learn more about their opportunities, and compare pathways so you can support your child in making an informed decision about their next steps. The sign-up code you need is: **HIPSPARENTS** and you can sign up here: [www.unifrog.org/code](http://www.unifrog.org/code)



Yours faithfully,

Ms J Bains

